

Explain ways in which Forest School fosters resilient, confident, independent and creative learners.

'The best classroom and the richest cupboard is roofed only by the sky' Margaret McMillan

Resilience, Confidence, Independence and Creativity are all closely linked with many other Forest school learning and development strategies; Holistic Development, Self-esteem, Emotional Intelligence, risk taking and Play.

Resilience is fostered when risks are taken in a safe environment, children are given opportunities to make mistakes, learn from them and try again.

Confidence is fostered when a learner is able to identify their own expectations. They begin to trust their own capabilities and that they can take risks.

Independence is fostered when children are given the chance to make own decisions and act upon their choice of possible consequences. Adults will know to take a step back and be tempted to intervene straight away.

Creativity is fostered when imagination is unlocked and through craft making, tool and story-telling.

The environment plays a significant part in fostering the areas (as above). Simon Nicholson proposed his theory of 'Loose Parts' in the 1970s. The natural woodland environment complete with logs, twigs, sticks, leaves, acorns etc, all support children in their play and learning. This compliments Fraser Brown's Theory of Compound Flexibility. Removing from the structure of daily routines and with-in restrictions of four-walled buildings, Fraser Brown believes children learn best in environments with Flexibility. Changes to the environment, moving parts and varying needs of learners allow the children to play/learn independently and where resilience, confidence, independence and creativity can be fostered.